

Big Ideas and Terms of LOMED

LOMED: **L**earner **O**utcomes and **M**easurement for **E**ffective educational **D**esign

Lomed in Hebrew means learn. LOMED in New York means create powerful Jewish learning in congregations that moves to life!

To create powerful learning 24 leading congregational teams grapple with four essential questions about learning and measurement:

1. What are our long and short term goals for learners?
2. How do we build 21st century models of congregational learning that includes the family, the community and real life experience?
3. How can we measure learner's growth over time to inform continued innovation?
4. How do we continue to build ongoing teacher education about measurement and powerful learning so congregational learning moves to life?

These congregations, known as the Coalition of Innovating Congregations of New York, lead the nation in creating powerful Jewish learning inspired by compelling visions of education.

Their bold visions imagine a Jewish education for children and families that nurture the whole of a person (knowledge, belief/values, action and a sense of a belonging). Jewish education for meaningful and purposeful life journeys.

The Coalition of Innovating Congregations and LOMED:

Pioneering congregations in New York, known as the Coalition of Innovating Congregations*, are significantly altering the direction of Jewish education. They are no longer heading for seventh grade *bar and bat mitzvah*, although it remains a stop. And they no longer are heading toward empty promises like learners will “learn Jewish values, pray in Hebrew, celebrate holidays, love Israel, know Torah, practice mitzvot, and be lifelong learners” as a result of attending religious school classes two to six hours a week. Rather than heading toward a way station or along a route unlikely to reach its destination, these Jewish educational leaders have set a new course supported by LOMED (**L**earner **O**utcomes and **M**easurement for **E**ffective Educational **D**esign). These congregations are headed toward focused priority goals.

Priority Goals:

A few worthy, reasonable, long-term outcomes for learners, priority goals derived from their vision, equips these congregation with a “North Star” for making decisions. Replacing an unruly list of disparate outcomes, Coalition congregations focus on long-term priority outcomes such as, learners will be on a journey “of helping mend the world,” or “applying Torah to daily life.” The assumption behind

priority goals is that learners who deeply experience and reflect on a meaningful Jewish journey in their youth, will be prepared to construct their own life journeys rooted in Judaism as adults.

Whole Person Learning and Assessment. The whole person framework, adapted from research in university education and day schools, creates learning and assessment about what a child knows (head), what a child puts into action (hand), what a child believes/values (heart) and where a child belongs (feet). The whole of a person, not just the head or the heart, needs to be nurtured to enable a Jewish child to grow to be an engaged Jewish adult.

Noticing Targets and Prompts to Assess whole person learning

Teachers in LOMED apply whole person learning to identify outcomes and goals for Jewish education. Identified outcomes are called: *Noticing Targets* or Learner Outcomes. When a teacher says “I want to measure the success in whole person learning, they create Noticing Targets/outcomes in a learners **k**nowledge, **d**oing (action), **b**elief/values and sense of **b**elonging. Short hand, for these outcomes is KDBB.

A teacher then has to collect data for assessment. Teachers create *prompts* to illicit how a student is growing over time in whole person learning.

An example of prompts for whole person learning

A seventh grade teacher created the following assessment for a course on the Holocaust. Notice the teacher measures how learning impacts the whole of her students.

Know: What does it mean to “remember?” Why is it an important Jewish value?

Do: Describe two things you’ve done or could do to avoid events like the Shoah from happening again?

Believe/value: Why do you think it is important for you to learn about the Shoah?

Belong: Describe in what ways learning about the history of your people has connected you to your classmates.

Powerful Learning and New Models

A school alone can't cut it. Coalition Congregations see that if they are to achieve learning that speaks to the whole of a person they need to have a different kind of learning. To do this they create 21st century models that go beyond a child in a classroom. These new models engage families, link learning to real living, offer learners choice, and build community. Teachers in these new models take on new roles and link learning to the larger congregational community and the Jewish community at large.

Congregations then fill these new models with powerful learning. They make sure learning speaks to the real life questions of learners, can be applied to daily life, build relationships and is content rich and accessible. Not an easy task, but this is the high bar that is set if it is going to be called powerful and can achieve whole person learning.

Benefits of Priority Goals, 21st century Models, Powerful Learning and Whole Person Learning

Coalition congregations, supported by LOMED, say they've seen three immediate benefits from whole person learning and assessment.

- First, they are developing laser-like focus on what's most important. Focus on what's worthy and attainable in a part time model of education releases educational leaders from the myth they can do it all.
- Second, they have data to correct course. When teachers and educational leaders collect evidence of growth, or lack of it, they can adjust the learning experience.
- Finally, this framework supports the creation of 21st century models of Jewish education. Because the outcome for learning is the whole child, a classroom alone won't get you there. So these congregations find the whole person framework stirs innovation in expanding the classroom to real life, the family and the community.